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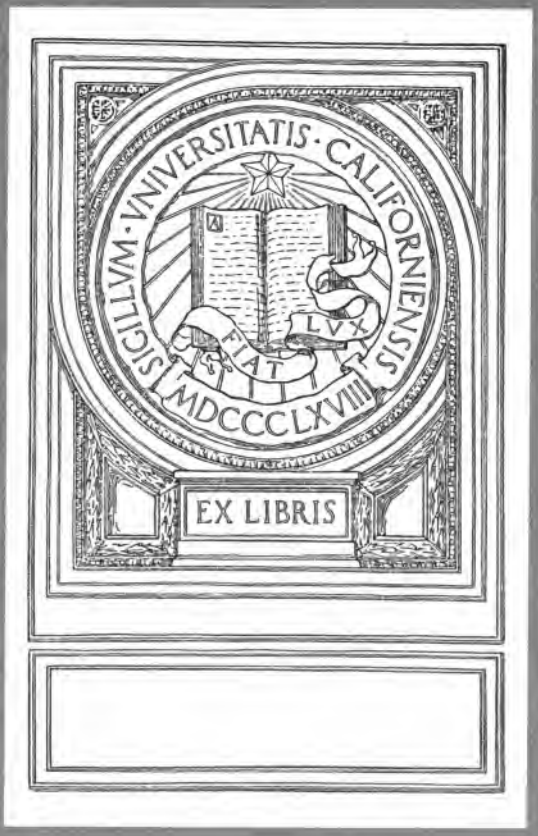

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SEX EDUCATION

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blue

Sex Education

BY

Ira S. Wile, M.S., M.D.

NEW YORK
DUFFIELD AND COMPANY
1912

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DEDICATED

To the Service of Parents, Teachers and Protectors of Children.

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TABLE OF CONTENTS

		PAGE
	Preface	ix
	Introduction	3
I	The Age of Mythology	29
II	The Age of Chivalry	51
III	The Age of Civic Awakening	91
IV	Conclusion	119
V	Terminology	133
VI	Bibliography	147

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PREFACE

THE growing literature relating to sex hygiene bespeaks the interest that the subject merits. While there has developed a widespread belief that some form of instruction in sexual topics is requisite, no definite program has been developed.

Much attention is being lavished upon the various plans for introducing sex hygiene as a definite subject in the curricula of high schools and colleges but insufficient thought has been spent upon the necessity of similar education in the homes.

Parents are not prepared for the adoption of any radical measures like sex instruction in the elementary schools. Nor do parents feel them-

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selves capable of assuming the rôle of teachers in this important branch of knowledge.

Where the spirit is willing there is a lack of a definite plan. Where the spirit is weak it is too frequently because the obstacles appear insurmountable.

For the purpose of assisting parents to banish the difficulties and to suggest a plan for developing a course of instruction this book is written. With unavoidable shortcomings and limitations it merely constitutes a program for sex instruction.

I. S. W.

230 West 97th Street.

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INTRODUCTION

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INTRODUCTION

"THE concealment of truth is the only indecorum known to science," wrote Westermark. In no part of human affairs is this more true than in the veil of mystery that is thrown around the problems of sex and its correlated phenomena.

While it is generally correct that every cause is an effect and every effect is a cause, careful thought will show that the sex problems arise from two fundamental causes. In the last analysis, the main problems that are of interest arise from a clash of temptation and wills. Society presents one cause, the temptation, through the real social evils of over-work and under-pay, delayed marriages, poor housing facili-

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ties with the consequent trials of room-congestion and lack of personal privacy, child labor and the intermingling of children and adults under unnatural conditions and at dangerous times, inadequate opportunity for the expression of the energy of the human species and the train of horrors like dance-halls, saloons, and boat excursions, family unhappiness and the desire to be somebody and have something that is beyond the daily measure of earnings. All these are but a small part of the ills that can be remedied only through the interaction of the aggregate of individuals that is termed society. These embrace all the social and economic factors which are generally correlated to account for the origin and necessity of illegal perversions of the sexual instinct. This forms the soil from which the sexual weed emanates.

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The seed lies within the individual and the fertility of the weed depends upon the essential nature of the seed as gotten from its parents and the character of the soil upon which it is to fall.

The will of the individual is the second important factor that demands consideration. The development of the will of the child is largely in the power of the parents. Children are largely what their parents make them, though their characters are constantly undergoing changes due to the reaction to environment. This factor of character development may be guided through adequate education for which the parents should be held responsible. The truths pertaining to sex must not be concealed any longer. The policy of permitting the truths relating to the physiology, psychology and hygiene of sex to be studiously ignored practi-

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cally negatives the establishment of a sexual morality.

It is not my purpose to consider the origin of external temptations save to remark that the white slave traffic, prostitution and similar crimes against the person have their strongest roots in the poverty of the majority of the community as measured by the standard of living that has been established by economists and social workers and in the inequalities of our present industrial system, and does not originate in an inherent viciousness of those who fall as victims in the strife.

Society reaps the whirlwind in venereal diseases, unnecessary blindness, insanity, marital infelicity, divorces, desertions, invalidism of soldiers and sailors, and the preventable mutilation of women and men. In truth, society pays for its shortcomings, just as the body of the individual suffers from

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malnutrition, alcoholism, and sexual abuses.

An opportunity for the removal of at least a large portion of the burden borne by society lies in a wholesale education of the community as to the relation of the social life and the social evils, so-called. Organizations for the betterment of the masses, churches, schools, labor unions, women's clubs, Y. M. C. A's, and medical societies must unite in a widespread campaign for public enlightenment upon the problems that are generally termed the sex-problems. Not the least of the work of education must be in the hands of the physicians who at present are in possession of the most information upon the subject, at least in its physical aspects. The responsibility for the present general ignorance about the entire sex-problem must be placed upon society as a whole that has been coun-

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tenancing a double standard of morality and refusing to listen to the words of those who have sought to show its error.

In the evolution of the character of a child two large influences are involved: that of the home and that of the companionships of childhood. While many encroachments upon family responsibilities are daily occurring, in the last analysis the parents are held accountable for the physical, mental, and moral development of their children. Parents are held responsible for failure to provide adequate food, clothing, or shelter; they are compelled to give their children an education; the social and moral conduct of their children arises in large measure from parental training.

In the accumulation of information regarding sex, the home as a factor has unfortunately been almost negligible.

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Parental timidity, or shall I say cowardice, has made it difficult for parents to impart the information regarding reproduction or even the differences of the sexes to their children. An unintelligent false modesty has placed the taboo on all references to the development of the emotional and physical side of sex as it seeks for expression at various times in the period of life from infancy to adolescence. A traditional sense of horror that originated in the ancient days when the genital organs were termed the "pudenda" still pervades the home and parents regard a sacred function as too shameful to be mentioned within the range of hearing of their offspring. It is far easier to be false to childhood than to tradition.

The average child of to-day secures garbled, befuddled, vulgar ideas that he prizes so highly, but dares not even dream of in the vicinity of his parents.

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From his associates at school, from servants, chauffeurs, gangsters on the streets or from the atrocious booklets issued by charlatans, that have been placed in his hands the child secures those false impressions that he hesitates to talk over with his parents. The home of to-day is largely responsible for the weakness of instruction with reference to the development of the physiology of sex and the relation of the individuals to the generations unborn.

Parents must come to realize that sex is at the basis of a proper appreciation of many phases of life. The idea of creation as a religious concept is essentially a sex problem. Biblical literature abounds in allusions to sexual questions that can be appreciated only by the best informed readers. "Be fruitful and multiply" needs as much explanation as the 7th Commandment.

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Mythology cannot be read and understood by the uninformed. Chivalry demands sex knowledge for its comprehension. Literature, from the Aneid or the Canterbury Tales to Balzac, Tolstoy, Ibsen and Sudermann, or the novelists whose names are not to be handed down to posterity but whose works are for the multitude of to-day, centers about the relations of the sexes. From before Plautus, Terence and Sophocles through the days of Shakespeare, Milton and Goethe to the modern dramatists there is the constant expression of that phase of life that is so frequently termed the human interest. From the Nibelung's Ring to Pelleas and Melisande, an initiation into the laws of sex is essential in order to intelligently interpret the operas. Poetry, art, painting and sculpture supply numerous themes that have arisen from the depths of sex experience. All this

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parents know and still they close their eyes and refuse to see the light or to illumine the path for their children. Parents have a tremendous responsibility to their children and no less a responsibility to society. Parental protection is lost in this field of education, where the relation between parent and child should be the closest. There is a system of forced and artificial acquisition of education through the public schools without the knowledge that permits the appreciation of the basic truths underlying life itself. Forsooth, there is not a word less understood than "parent".

When should parental instruction begin? When the child first expresses a desire to know as evidenced by a question. At three years, or four or five, whatever the age may be that finds the youngster seeking information from the parent, from whom all other know-

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ledge has been gotten for the asking. Whence comes the baby? What a natural query. The usual answer is most unnatural, for the parent usually fails to tell the truth, if any attempt is made to reply in terms other than to tell the child to "run away as mother is very busy."

Let the truth be told in all definiteness. A child who seeks the light must not be blinded. The desire for information is normal. Curiosity is awakening intelligence. The child who asks no questions is mentally deficient. In the inexperience of childhood all subjects have equal rank. Sex consciousness is not awakened and the whole truth is the child's right. An evasive answer, a half truth, or a lie is more dangerous than a frank statement of the truth couched in terms and phrases intelligible to the child mind. The very limitations of a child's vocabulary safe-

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guard the problems from all pernicious suggestiveness. The parental responsibility for exacting honesty and truthfulness from children involves the manifestation of the same virtues on the part of the parents toward the children.

If parents do not answer the queries of their children the questions will not go unanswered even though they may not be asked again of the parents. The child sooner or later takes the unanswered question to some one who will answer it, even though the informant is only a playmate who knows little more about the matter. The first break in the confidence that should exist is thus easily made.

Sane parenthood merely requires honesty, available information, and a willingness to serve as an intelligent supervisor of the developing mind of

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the evergrowing child from infancy to maturity.

Honesty to the child is requisite, even during the early years of infancy and childhood. As the boy acquires his knowledge by asking questions from his parents, there must be no line drawn when the boy makes inquiry as to the origin of life or as to the physical differences between the sexes. The reason that so many parents have recourse to senseless fabrication is due to the fact that the child's question is interpreted as a very serious one by the adult consciousness instead of appreciating that it is merely the simple query of an undeveloped and seeking mind. Once the parent realizes that the child mind is pure, and may be kept clean by answering the questions honestly himself, rather than by driving the child away to others for the information that is desired, the more quickly will he cast off

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his false modesty, or timidity, and answer the child in honesty and truth. The question will be settled for the time being at the period of life that finds the child inquiring. At times an evasive or false answer drives the child to seek more light, and then the parent is driven back to another falsehood until finally the child mind grasps the inconsistencies of the replies given upon various occasions or realizes that the parent does not desire to discuss such questions any more. The sense of secrecy arises and then the child feels ashamed of the subject and cannot bring itself to talk frankly with the parent. The opportunity of the child's life has been lost; henceforth the child must be left to its own devices to ascertain the facts that he wishes to learn, from the playmates, from the gang-mates, from pornographic writings, from the charlatan's fear-instilling

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booklet, from misinterpreted dictionary definitions, from posters, lying advertisements, from vicious associates, from cruel traditions and unholy advice, and from reading forbidden books and seeing forbidden plays.

Too frequently one hears of the advisability of teaching sex hygiene at puberty. This is too late to begin. The average child of the city has the major part of his sex information, or rather misinformation, long before puberty. To wait for this time is to make the instruction more difficult, because the parent who has never spoken to his child regarding the origin of life before puberty scarcely ever can summon up sufficient courage to broach the subject at this time, when the child has also had created the barrier of shame. It is merely a siren's call of fear that bids parents delude themselves into thinking they will gladly reveal the mys-

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teries of life at the approach of puberty. During the early inquiring years of childhood only the parent feels shame. In the reticent days of puberty the barrier exists in parent and child and the approach to sex topics is doubly difficult. The child, whose parents have denied it honest teaching, has become steeped in harmful sex traditions that a suddenly awakened parental conscience can face with difficulty. In addition, the problem is more difficult because it is necessary to clear the child's mind of the erroneous ideas before it is possible to establish the weighty truths that are to be imparted.

Innocence and ignorance are not the same. The so-called innocent child of twelve years of age is well versed in sex lore. The training in sex hygiene must be begun at the earliest possible age. Certain constructive features of education must be carried on all the

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time in an unostentatious manner with a view to gradually inculcating the basic principles that in themselves constitute prominent factors in sex hygiene. The training is to cover a lifetime, and is only to be accentuated as a special part of the child's education when some particular occasion arises that appears to warrant a direct discussion of some phase of the subject for the purpose of correcting an erroneous idea, or for the purpose of protecting the child from an apparently impending indiscretion. The crux of the problem lies not in the few lectures that are at times suggested for the high schools and the colleges. Character is too far developed at this age and habits for good or for bad are well established; in fact irretrievable harm may already have befallen the child. The education must be started at the earliest opportunity.

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Despite the general increase in the average of school education, the particular aspects of hygiene that are most essential for the advancement of the race welfare are neglected. Physical education is receiving considerable attention in public school systems, but the stress is too often placed upon non-educational phases. In all the teaching of hygiene that at present is found described in published curricula it is difficult to seize upon any references to sex hygiene in the elementary schools. This very important phase of education occupies no place in the schools. The entire subject is for the most part tabooed, as in the average home, because of ignorance of its importance, traditional timidity, and lack of sufficient information as to the best time and methods for imparting the necessary information to the children.

The public school, however, has long

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been urged as the proper place at which to have the instruction imparted. As far as elementary schools are concerned I believe this is an error, as the subject can be better handled by the individual parent for the individual child. The average teacher of to-day is not fitted to teach the subject. The teacher too has grown up in the midst of this stultifying system of submerging all references to sex as if anathema. To be able to teach sex hygiene teachers require teaching, training, and enlightenment. The parents solve the problem of natural and continued responsibility; the teachers constitute a problem of artificial and often irresponsive responsibility so common among transitory public servants. The age variations in a single grade, the variations in mentality, the difference in sex precocity, not to mention sex experience, make the teaching of sex hy-

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giene a very difficult problem for the school, even though the instruction is given to children of each sex separately by a teacher of the same sex. The function of the school is to give children such instruction as can not be imparted at the home, but instruction in sex hygiene is naturally a part of home training although it represents a largely untried field of parental endeavor.

The school may be of assistance in instructing parents how to give the teachings to their children or in special cases at the request of the parents a teacher might take up the questions involved with individual children. As class instruction it seems to be undesirable. The school, by giving adequate teaching in general hygiene and by affording an opportunity for acquiring some fundamental training in biology, will be doing its share in making possible intelligent training as

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to the laws of sex as they must be interpreted at puberty and thereafter. The entire teaching must be characterized by frankness and honesty. A part of the time now given to the question of alcohol would be spent to far greater advantage if devoted to the demonstration of the development of plants and animals in accordance with the biological principles involved. Only with trained teachers and adequate textbooks will this become possible and then probably only in the highest grade or in the secondary schools.

And so I am harking back to the home and to the parents. Honesty and frankness, courage and conviction, and the goal of instruction is attainable. The purpose of such teaching in the home is to establish an intellectual morality, not founded upon fear but upon a correct conception as to the relations of the sexes and the necessity of

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personal purity for the advancement of the human race.

Many will promptly say knowledge will not bring about all this. Possibly not; but it is worth a trial. At least, parents will be in a position to say that they have attempted to help their children develop along the proper lines that make for sex purity.

Fathers and mothers are equally responsible for the education of their children. During the early years of a boy's life the influence of the mother is paramount, because of the greater time spent in association with her. The responsibility of the father is in no way lessened, however, on this account. From the boy's infancy the father must assume his place as a teacher. If, with the training in the homes, the social causes that go to make the great temptation are gradually obliterated, I am optimistic enough to believe that

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the physical, mental, and moral havoo that now besets us on all sides will be very largely eliminated. Ignorance of sex responsibilities and the resultant dangers to the community must be eradicated. As a result of an experience covering several years in the actual work of giving instruction in sex problems to classes of so-called tenement house mothers of various nationalities, to mothers and fathers of children in New York schools, to social workers, to classes of boys in groups varying in age from nine to twenty-one, and to school teachers, my plan of instruction has been evolved along practical lines.

For the purpose of convenience I have set three age periods for which different types of sex instruction must be given in order to secure the best results. First, comes the age of mythology; second, the age of chivalry; third,

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the age of civic awakening. Beginning with the child at its earliest age, a plan of sex education may be followed that will result in the maintenance of the confidences of the child and the inculcation of the sex ideals that can be best established through rational sex instruction continuing over the entire life of the child.

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THE AGE OF MYTHOLOGY

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I

THE AGE OF MYTHOLOGY

THE age of mythology constitutes that period of child-life that is particularly keen in imagination. It represents the period when the witch and the fairy, Haensel and Gretel, the giant and the dwarf, the goblins and the elves, make the little eyes grow big with astonishment and wonder. Raggylug and all the animal creations are living in the child domain. The child world is peopled with strange creatures that are most real. Mentally, the fairy tale, the romance, the animal story, and nature wonders supply the best intellectual pabulum. It is the wonder age, and question follows question in the pursuit of information. At this time the child is first asking the

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parent for light as to the differences between boys and girls and where the baby comes from, and at the same time is prattling about the mother cat and the baby cats or the kittens. The main factor necessary for sex instruction at this age is the determination of the parent to answer honestly every question that is asked by the child, for at this age the child has all to learn. Timidity must give way to determining responsibility. The shackles of parental traditions are ready to be placed upon the parents who hesitate to keep faith with their children. To exact honesty of children and to give them falsehoods when truth is sought is an indefensible double standard for truthfulness.

In no uncertain terms parents teach cleanliness, table etiquette, and the routine hygiene so essential to daily health and comfort. There should be no hesitation in frankly answering the

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queries of the developing child. Giving vague or evasive answers only puts off the hour of combat. A correct start having been made, there will never again be any hesitation or embarrassment on the part of the parent—the child will not feel confused or embarrassed unless the parent creates such a state of mind through a discipline that makes the child self-conscious. The second necessity is the possession of some fundamental facts that may be interpreted to the child through the medium of story or imaginative tale. The child easily learns the relation between the baby and mother. The mother dog and the father dog, the cow and the calf, the horse and the mare and the foal, the lion, the lioness and the cub; the relation of the father, mother and baby soon come to be distinct concepts of the child. The second idea that is readily absorbed is the

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egg, and the chick that comes therefrom, and the mother hen that laid the egg. The dependence of life upon the egg seems a large problem for the child to solve, but the youngsters grasp it easily. The few small eggs in the nest, tenderly protected by the anxious mother bird, while the chattering father bird circles about protectingly, soon tell of the life they contain. And when the child sees the shattered shell and the hungry fledgelings he has grasped a biological truth without realizing that it has any relation to his own origin and development. The third step to be taken is to show the sex organization of plants. The planting of a little oats or grass seed will serve for the first lesson. The little green shoots are called the baby oats, and the idea of the baby plant coming from a seed is implanted upon the fertile child mind. It is but a short step

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to show the child the mother plant, whence came the seed. If the casual suggestion be made that the mother oats should be proud of such splendid babies there is no opposition by the child mind. The identity of the seed and the egg as the source of life, once appreciated, there is a well established foundation for teaching the origin of human life.

As occasions arise, particularly in the spring time, the attention of the child may be directed to the developmental phenomena as they occur in Nature. The necessity for warmth, time, and care in the growth of plants and animals is everywhere evident. To go a step further, one can teach the child about the boys and girls that live together within the walls made of petals. The masculine nature of the stamens and the essential femininity of the pistils can be easily ex-

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plained in terms of plays and games that the child knows. The modes of transference of the pollen and the fertilization of the seed that may be shown always to be in the female part of the flower lays an excellent foundation for the expansion of the sexual themes through the years to come.

It must not be imagined that this brief suggestion is to be the work of a day. It must not be forced, but should grow day by day, and merely for the purpose of enlightening the child without creating any morbid feelings or a craving for unnatural knowledge.

The wholesome instruction as to the origin of life should be instilled before sex consciousness with its barriers of timidity and shame makes the effort Herculean.

The purpose of sex education is essentially protective. To secure the maximum prophylactic efficiency the

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foundation teaching must be sunk into the child's mentality before the sex characteristics seek expression. The establishment of ideals is difficult without an adequate knowledge of the facts. Mystery must be eliminated—for mystery breeds an insatiate curiosity which in time may become morbid. Enlightenment by parents as to the evolution of life in terms of familiar objects and in words that the child can understand forestalls the vulgarity and obscenity of the usual sex educators—companions, servants, and gangsters.

If it is difficult to answer a question propounded, there is every reason for temporizing but not with the purpose of finality. If time be lacking, for questions frequently arise at inopportune moments, it is sensible to postpone the answer for a more propitious time. The child must not be put aside with

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"Mother is too busy" or "Run away and play" or "Don't bother me with your everlasting questions." If the moment is inopportune merely tell the child that the question will be answered and then appoint a time at which the truthful answer will be given. If necessary, parents should take the opportunity to secure the information they require from books, friends, teachers, pastor, or physician. The information should be procured and the appointment should not be forgotten in the stress of shopping, calls, work, or pleasure.

The days of the taboo are no longer here but the parental fears still hark back to the days when the organs of generation were termed the "pudenda." The truth will out and parents should waive their own weaknesses in the desire to give their children more effec-

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tive sex training than they received during childhood. The fear of a child's innocent question seems the evidence of ignorance. The potential inhibiting faculty resides in the question that has not been asked and strange to relate may never be asked. The child rarely seeks the details that throng the parent's quaking mind. The personal side of the origin of life triumphs over the impersonal for the time being and bids lips be closed and tongues silent. The question as to whence, how, or why may be naturally suggested by the arrival of a litter of domestic pets but there is less hesitancy in approaching this question than if the occasion for the interrogation should be the advent of a baby brother or sister. Fortunate is the parent who takes advantage of the blessed opportunity to answer truthfully the question as to the origin of a baby.

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"Take heed of this small child of earth;
He is great; he hath within him God most high,
Children before their fleshly birth,
Are lights alive in the blue sky."

If parents could lapse into poetry like Swinburne their tales might have some literary merit. Falsity, crudity, vulgarity characterize the foolish tales told the children when the parent is compelled to answer the child who wants to know the origin of life.

Knowing the training of her child, conscious of the limitations of its experiences and vocabulary, the mother can easily give a fairy tale that is truth itself dressed in childlike simplicity. It is possible to give a tale to children under eight years of age that is true, anatomically, physiologically and biologically. The mother is more likely to have the responsibility of answering questions relating to sex problems than is the father, who for the most part

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joins his family at night and leaves early in the morning.

If the child asks its mother where the baby came from it is entitled to the answer, properly given, strange though it may seem. The age of mythology lacks facts and is devoid of strict judgments.

As a suggestion to mothers a skeleton fairy tale is often welcome. It must be remembered, however, that every child requires the dressing of the facts to be in harmony with its mentality, vocabulary and experience. The evening is a very favorable time for discussing sex problems at this age as sleep soon quiets the youngster and there is little time for focussing attention upon the subject discussed. In many ways, too, infantile memories are short.

With the child upon her lap, coddled at the hour of the lullaby, there comes a sense of oneness and affection

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that means "flesh of my flesh and blood of my blood." The closeness of contact puts a touch of sacredness to the maternal story that even a child can feel. It is mother's story and though all the other little girls and boys deride and scorn, mother's story is the best and strongest after all.

At this period of life how dearly a child enjoys a secret! It is well to impress upon the child the idea that mother is going to tell a secret, not to create a mystery but to encourage the child to speak of it to its mother instead of talking to children, servants, or strangers. Invite the trust and confidence of the child and permit it to enjoy the secret of life with mother.

A final suggestion may not be amiss. A dim, shaded light gives the mystic atmosphere so necessary for unveiling the word picture of creation. And

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forsooth many tongues will be loosened in the gloaming that would fail in utterance if the child could see the maternal countenance.

And now, my dear, I shall tell you the answer to the question you asked this morning. Mother always keeps her promises. And this is to be our secret. We shall tell no one—not even—(playmates, nurse, pet, etc.). And any time you want to know more about our secret come to mother. You asked me where brother came from. It is a fine story. There was a teeny, tiny egg, so small that you could hardly see it. And there was a very small room, a funny little room—you never saw such a room; it was a room that could grow. Did you ever see a room that could grow? And the teeny, tiny egg was in this little room. Then the egg began to grow and—what do you think? The room grew larger and larger. Very

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soon the room could not grow any larger so it stopped growing. But there was something in the egg that wanted to grow larger—so what do you think happened? The door of the room opened—and the egg broke—and out of the egg through the door came The Baby.

From the worldly wiseman point of view this tale may appear inadequate and woefully suggestive of dangerous questions. Any story told would give rise to questions unless the curiosity of the child had been satisfied. Occasionally a youngster does want to know the location of the room. It suffices to state that mother thinks so much of the little egg and the baby that is to grow from it that she keeps it under her heart.

Question after question may surge through the adult consciousness in the light of mature knowledge and experi-

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ence, but they are not in normal children's minds. Following the line of truth, however, any question may be answered if the mother endeavors to live up to high educative ideals.

By filtering the information through the parents there is a constant adjustment of the facts to the child's understanding. At an opportune moment it is desirable to show that all life has its origin in parents. Numerous illustrations may be selected from the animal and vegetable kingdoms. The life history of a flower, a tree, a chicken, a fish, a dog affords numerous stories that may be told to a child from three to ten years of age to show the biological truths that are essential to the appreciation of the wonders of the origin of life. Mere stories based upon such natural phenomena give ample play for the youthful imagination without being in the least suggestive. Imagina-

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tion is given play but facts do not controvert it. The child does not get trimmings and pickings but gets the whole sex teaching from a single point of view—the education of the child.

Lest it be misunderstood, it is well to reiterate that the basic training in natural history is to be part of the general plan of education and should not await the queries of the child. The development of plants and animals is to be explained as naturally as telling about the sun or moon or stars. The specific application of the facts to human life need be related during the age of mythology, only when the child raises the question.

The necessity of cleanliness in the care of the genitalia must be early inculcated, as part of the general hygiene. The one who bathes the baby should give particular attention to this part of the body. The source of much

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of the irritation leading to masturbation arises from the neglect of genital hygiene. The daily bath should be pleasing, cool and diverting, and prolonged irritation, even for purpose of cleansing, should be avoided particularly among boys. To protect children from personal vices that are not uncommon in infancy circumcision may be essential.

In this connection the hygiene of sleeping deserves more than passing attention. Sleeping on the back in a cool room, with hands outside of the covers, gives the greatest protection from self abuse. The child should be thoroughly tired before going to bed so that he will immediately go to sleep. Rising should quickly follow awakening. The night clothes should be loosely fitting and not of an irritating material. The bed covering should be warm, but not too heavy. The mat-

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tress should be made of hair. Feather beds are to be avoided as they overheat the body and do not tend to lessen irritation of the genital organs.

Reading exciting stories or playing violent games just before going to bed should be interdicted. The child should go to bed comfortably tired and not with imagination aflame. He should be willing to fall asleep and not seek to struggle to keep awake. A warm bath before bed time if not too soon after supper is frequently of service to secure the desired relaxation necessary for slumber.

Masturbation may occur during infancy as a result of genital irritation. Tight clothing, uncleanliness, constipation, worms or some other local cause may give rise to irritation directing the child's attention to the genital organs. Friction by hand or thigh to relieve the irritation results and unless

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the cause be discovered and removed the habit may be developed. The dangers to the child at this period are purely physical and are spent upon the nervous system. Prompt restraint and attention to the hygienic order of the child life coupled with the removal of the physical factors will soon correct the condition before any harm ensues.

Any directions to the growing child at this period for the purpose of preventing the continuance of mechanical irritation of these parts should be given in as simple and direct a manner as advice to brush the teeth or wash the hands. The child at this age does not usually bathe itself free from supervision, and thus adequate directive instruction may be imparted.

The punishment of the child for this habit must be very wisely chosen lest the child be driven to practice the habit only in private, leading the pa-

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rent to believe that the fault no longer exists.

By careful direction during infancy and hygienic training during early childhood the habit may be obviated at least until puberty occurs.

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THE AGE OF CHIVALRY

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II

THE AGE OF CHIVALRY

GRADUALLY the child outgrows the age of mythology and enters the age of chivalry. There is no sharp line of demarcation of the two periods, nor can any age be given when the transition occurs. The age of chivalry really begins as a prepubertal period. For purposes of convenience one may regard it as embracing the years from eight to fifteen years. Each child, however, is a law unto himself and the specific period of its life that represents the age of chivalry can only be determined by noting the physical and psychological development of the particular child.

The child's body is beginning to take on new growth, the sexual functions

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are beginning to expand, the emotional side is unfolding at a very rapid pace. It is the glorious age of self-appreciation and a time when the child has the largest impulses for getting out to help in the work of the world, but can merely dream. The actual expression of the sexual development may be marked by the intensification of affection for the family. Mother, sister and brother are terms that take on a fuller meaning. It is the time when the boy thinks that he really is a man, when his mother asks him to take her around the corner at seven o'clock in the evening as her protector. He is a sort of hero seeking worlds to conquer. The blood begins to surge through his head at the reference to one of his feminine schoolmates. The society of girls is desired, their company is sought, and the party days are at hand with their dangerous period of amorous games.

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The girls are blossoming out into rounded form and their thoughts, too, are expanding. This is the time of "the lady bountiful." The desire to become a trained nurse, to enter a nunnery, to found an institution for the salvation of unregenerate felines, or to be possessed of untold wealth for the betterment of mankind fills the day with joy. It is the age of the romantic walk and the day of looking with rapturous glances at the handsome features of the matinee idol, whose likeness graces the chiffoniere. It is the time when competition in the battle for favors manifests itself and the parent is accused of not understanding the child's feelings or even life.

It is the day of the most dangerous gang life for boys and girls. The desire for independence, the recognition of sex class feeling, the old reticence on the part of parents to talk on the prob-

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lems of puberty make the sources of information outside of the home. Under a system of graduated instruction this period of chivalry has no terrors for the parent. Conversation is frank and confidence is retained and the child is protected from the most malicious influences that are surrounding it at this time of life. The emotional characteristics of the individual child are watched and guided through the mazes of conflicting sensations that attack the child at puberty. The knowledge of plants and animals that has been acquired through observation or by school teaching is all of use in explaining the natural functional phenomena that slowly transform the more or less sexless child into a creature that is sex conscious and views himself as the parents' equal. No attempt is to be made to develop a sexual and sensual child. The light that is shed upon the sex

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problems in the home banishes the foulness of mind that is engendered by the looseness and lack of intelligent handling of the questions at the present time.

A strong appeal can be made upon the chivalric side of child nature. The child can well be made to understand pride in family and self-respect as factors that are to be considered in the daily conduct of one sex toward the opposite sex. The necessity of personal cleanliness and the healthfulness of exercise and outdoor sports must be accentuated. The pernicious influence of smutty stories, lascivious literature, immodest attire and vulgar dancing demand especial attention without laying any stress upon the subjects, so as to give them undue prominence as factors in the child's life. Great caution is required to avoid the serious danger of arousing morbid desires or stimula-

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ting latent feelings that have not yet forced themselves upon consciousness.

The age of puberty is one of the most important for the guiding influence of the father. The boy begins to take on the physical features of manhood. His emotional life is increasing by leaps and bounds. The numerous struggles against sexual crises may finally result in his undoing. It is in a sense the critical period in his sex development. Emotionalism and sex feeling crowd his will into deep and dangerous places. The traditions of the gang bid him shake off the ties of apron strings and be a man, implying that sex experience is essential to his health.

Masturbation is almost a universal habit at this age. It is in a sense the expression of a normal curiosity as to the function of the genital organs. The spirit of investigation gives rise to the initial experience and it is not an evi-

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dence of degeneracy or inherent viciousness. The continuance of this practice depends upon the strength of the boy's will and his understanding that self-abuse is a potent factor in destroying his physical, mental, and moral comfort. To pass from self-abuse to the abuse of one of the feminine sex is a short step when the pressure of the gang is behind the boy and there is no guiding hand to restrain him. It is regrettable that there are fathers who at this serious time of indecision feel impelled to tell the boy that sexual intercourse is necessary to his well-being. Such advice is as pernicious as untrue. The American Medical Association representing the consensus of medical opinion in the United States, has repeatedly by resolution repudiated the false doctrine that sexual continence is incompatible with health. The father who counsels his son to worship

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at the shrine of Venus is assuming a tremendous responsibility for the physical welfare of his boy. He is a greater source of danger to his son and to the community than the timid parent who does not dare to broach the subject to his child whom he regards most innocent. Oh, the blindness of fathers who do not recall their own boyhood and the extent of their sex information after the age of thirteen years! As a caution to such men, let it be remembered that ignorance and innocence are not equivalents. The boys of the cities are for the most part wise in their ignorance before puberty is well under way.

Politeness and courtesy to the female sex are of value in developing the sense of protection that every boy should possess with reference to his female friends, as well as to his sisters. At a later period it is even desirable

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to give the boys some definite ideas regarding the occurrence of a periodic variation in the physiological functions of the female sex. Lyttleton places considerable importance upon the value of explaining to boys the exact nature of maternity in its personal phases. Love and reverence of motherhood are enhanced through an early appreciation of the trials of gestation and the pain of parturition. "Mother" means more to the child who understands the meaning of "blood of my blood and flesh of my flesh." It is far better to have this sort of information come in a natural manner from the father, than to have it acquired from the street, or from pornographic literature. Needless to say, information of this character may be reserved until boys have assumed some part of their sex characteristics. An understanding of the physiology of the opposite sex

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will be of immense value in protecting the girls at a time when they most need it.

Because of the development of the emotional side of the boy's character, the period of puberty is warm and love is young and restless within him. It is quite noticeable, however, that there is an unusual appreciation of the family ties at this time. To call upon the love for mother and for sisters, as well as the respect for the female relatives, by making the son's standard of conduct toward other girls the same as he would exact from other boys toward the girls in his own family is a powerful incentive to self-control and sexual restraint. In fact the playing of amorous games and the greenness of Love's springtime lead to poisoned wells of joy for the impulsive, untaught youth with red blood pulsating through every artery. The development of sex is es-

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sentially selfish unless there be wise parental direction. The development of self-control from altruistic motives requires guidance. The inhibition of sexual impulses leading to selfish pleasures is difficult unless there be developed a high-motived self-possession. It is hard for boys and girls to learn that "voluntary obedience is the price of happiness" for others besides themselves.

Early in the prepubertal period the father must begin to assume, if he has not already done so, some of the nature of a boy's friend in addition to his parental relations. To keep the confidence of his boy he must be an equal rather than a superior in matters pertaining to sex hygiene. It is at this time that gang life begins to get a hold on the boy and the precarious mode of sex education is taking place. Here again frankness and honesty are absolutely essen-

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tial. Spontaneous questions are to be answered freely. If necessary it is often wise to elicit questions by judicious conversation when in play with the boy or on a jaunt with him. The reticence of puberty must be forestalled through continued confidences. The free expression of child nature must be fostered. The mask of purity must not serve to conceal low desires and submerged passions. The sensitive mind of the child must be exposed to the light of parental teachings until the image of a high motive is photographed thereon. "Self-knowledge and self-judgment prepare the way for self-direction." The knowledge of self must be instilled carefully and thoroughly that there may be conscious self-judgment and voluntary self-direction toward a higher plane of action than is represented by the ignorant, fearing youth who is regarded as continent

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though his every thought is far from chaste.

Instruction in the care of the genital organs can readily be expanded to cover in part the necessity for this care. In other words the functions of the sex organs may be alluded to in the course of friendly parental conversation as the boy approaches puberty. It is also a piece of wisdom for the father to forestall outside influences as much as possible by encouraging his son to bring all his questions to him rather than to have him imbibe the stream of filthy information that is available in other channels.

During the period of puberty it is a duty of the father to instruct his son in the real purposes of his sex organs. As a wise counsellor and friend he will give all the necessary facts to protect his son from yielding to impulses the consequences of which have not yet

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sunk into his consciousness. The boy must be told frankly the functions of his testicles and his penis in terms that are free from the unpleasant suggestions that cluster about the careless terminology of the street and the brothel. The subject of the interrelation of personal cleanliness and the family health may advisedly be dwelt upon.

The father may, with a sense of a duty to perform, explain the harmfulness of the seminal emissions that are prone to occur at this age. This caution is especially required in the face of the tremendous amount of quack literature that assails his eyes in pamphlet form or through the outraged columns of the public press. The boy should be taught that night emissions are normal, and simply indicate that Nature is relieving his body in a natural manner of a surplus of seminal fluid. Seminal emissions are the result of maturation.

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They result as the expression of a physiologic surplus of the testicular secretion. Such relief is as normal to the boy as is menstruation to the girl. The frequency of the emissions is dependent in part upon the stimulation of the sex organs through various mechanical or emotional stimuli. Occupation, abundant exercise in the open air, cool bedrooms, and a lack of suggestive salacious literature tend to limit the frequency of the emissions within harmless bounds. It is well to suggest that as long as his bed bears the evidence of this normal secretion at infrequent intervals the father will know that his son is strong and sexually healthy. It is wise to call attention to the fact that when athletes desire to train for their feats a strict adherence to a life of sexual purity is imperatively required.

To inculcate a desire for healthful

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exercise at this period is of the greatest value, not only for the purpose of fatiguing the youngster, but for the reason that a boy engaged in vigorous outdoor exercise is less likely to suffer from sexual excitement. Energy flows along the line of least resistance. Activity diverts energy into channels free from sexual suggestion. Physical health and psychical health grow apace. Idleness and laziness involve a sluggish circulation and a will flabby from disuse. There is little manliness to withstand the assaults of the degenerate sex lore of the gang. Crime, immorality and disease form the harvest of an idle child at puberty.

It is beyond doubt that the father can better appreciate the sex difficulties of his son. His sex knowledge, experience, and sex sympathies enable him to approach the boy's mind more intelligently than the mother, if he

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would only make the effort. When the distinctly masculine problems arise the father should become the special guide and friend of his son. Like Chesterfield he should even lay aside his age and remember the age of the boy and try to appreciate his point of view. At puberty the boy becomes sex class conscious and underrates the opinions of his mother because "after all she isn't a man." It is an opportunity to lift a boy up to manhood, appealing to every newly developing fibre of manliness. This is no period for mere idle warnings against impulsive appetites. Curiosity is difficult to restrain. Imagination is powerful especially where tongues are forced to be silent and thoughts run riot for lack of expression. Hygiene may present objectively the results of the perversion of the sexual functions and this may tend to establish continence on weak founda

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tions. Moral precepts act subjectively but create the possibility of ethical decisions which alone can bulwark chastity. The same power of the imagination may be harnessed more effectively as Fiske suggests: "Power of imagination is closely connected with the ability to work hard and submit to present discomfort for the sake of a distant reward."

As the girl rounds out into the form of a woman she especially needs the guidance of her mother. The physiology of puberty is so startling, though far from sudden, that many girls are severely shocked and sadly unstrung for the lack of a few words of warning or explanation. As the father is in many ways more close to the son, the mother is the especial companion of her daughter. From maternal lips the girl should learn of the lessons of approaching puberty. The meaning

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of the developing breasts with their irritability forms an important story. All manipulation of the breasts is undesirable. The protection of breasts from undue pressure by clothing permits their growth without adding to the reflex symptoms from irritation of the nipples.

Wise is the mother who insists that the roughness of boys must not be permitted to extend to careless handling. The amorous amusements which so frequently occur during the latter portion of the age often form the beginning of a state of emotional instability that leads to a desire for sexual excitement.

The meaning of menstruation should be explained and the first appearance of this epochal physiologic index should be anticipated. The necessity for unusual physical care during this period should be accentuated. The

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importance of adequate clothing, including protection of the feet, should receive words of explanation. A caution regarding sudden chilling or exposure to cold baths will save many girls unpleasant hours. Most of all should advice be offered regarding dancing, violent exercise, and prolonged excitement, particularly that of an emotional type.

This is a wonderful time to retain the confidence of a daughter. To be girls together, that must be the mother's main idea and ideal. The sacredness of all sex subjects must be insisted upon and the maternal mind can guide the daughter through the thicket of ignorance without allowing her sensitive nature to be torn and bruised. The mother who fails to hold fast to her child at this period never has another natural opportunity. The new emotions will arise; the tingling spirit

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will burst forth. The first blush of approaching womanhood may sear her soul if no wise counsellor and friend offers knowledge. Wherefore as the age of chivalry is ushered in grip your child more closely. You cannot prevent children from discussing together the awakening mysterious feelings that tend to overwhelm them. It is impossible to prevent the voice of the gang from being heard in your home. It is therefore essential to advise your child of the truth regarding her physical structure before the vulgar terms can deny you the right to exclude them. Tell your children freely, candidly, that you are going to give them the facts and that you do so gladly for it is your duty to do so. Permit children to understand that it is their privilege to receive instruction from their parents in everything pertaining to their sexual organization, emotions,

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or functions. The very desire for outside information is immediately lessened. No longer is there joy in clandestine whisperings for there is no room for mystery when a flood of information is always available.

It is a mark of caution that is not to be disregarded to inform girls as well as boys that many boys and girls do not have the same opportunity for securing correct information and therefore do not know the truth about such subjects. It is well to counsel that there be abstinence from conversation about sex themes with others among their companions. Such a result, while a natural request, is difficult of accomplishment. The wiser course is to suggest that any information gleaned from other fields be talked over with the parent so that the true grains may be separated from the chaff. Keep a close mental contact—and a gentle current

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of psychic rest will join parent and child. The rapid interruption of the contact will soon result in severe shock to either parent or child, and ere long some companion will short-circuit the parent, who then loses all power of guidance though the wire of responsibility is still alive.

It is far simpler to develop the teaching gradually during the age of chivalry by following out the lines suggested in the previous chapter. There is less embarrassment to the parent and the barrier of shame can be opposed by the careful inculcation of truths during the years up to fourteen. The parent who merely waits for evidences of puberty with the mental reservation that full instruction on all subjects deemed necessary will be given at that time, has a seriously difficult task to look in upon the child's book of mysteries. The distorted pictures are

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not easily erased. The maudlin sentiment, the false stories, the ugly misrepresentations, the perverted imagination have placed ineradicable marks upon every page. The book has been thought of, dreamed of, and written in secret. There is no desire to share the secret with the parent, just beginning to show interest. Unusual tact, patience and judgment are essential to overcome the mental attitude that has been acquired through parental neglect or indifference.

The advantages of elementary school education are enjoyed during this age. Children as a result are securing a gradually enlarged horizon of natural history. From the kindergarten the life histories of plants and animals are discussed. With the training in higher grades many botanical phenomena are observed. Zoölogical development is slowly evolved and the various types

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of animals are discussed. There is never hesitancy in describing those creatures born from an egg hatched without the mother's body, or those born partially developed like the marsupials, or the living young brought forth from the egg developed within the mother's body. The necessity of keeping in touch with a child's school work is well exemplified in relation to sex education. The parent is in the position of securing fairly exact information as to the child's vocabulary, the extent of its knowledge of natural phenomena. The reading of literature supplies many words that parents might well explain unless the child appears to have a full understanding of their meaning. To grow up intellectually with one's children requires unusual patience and devotion, but the results are most stimulating.

From the simple tales of the early

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age there now arise the complex problems relating to conception as demonstrated through a study of pollination. Opportunity presents itself for explaining the essential masculinity of the stamens and the particular femininity of the pistils. Slowly fact by fact is added until the child understands that the pollen represents the life giving principle of the male portion of the plant. Only by transference of the pollen granules to the pistil is there a possibility of further plant life. Cleavage of a flower soon shows the ovules hidden away within the ovary and the necessity of the protection of the egg is apparent. The clouds of pollen and the limitation of the number of the ovules suggests a condition that holds true throughout the living world. With the higher development of life it is notable that the number of eggs will be decreased. The multitude of fish

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eggs gives way to the small nestings of the birds. The litter gives way to a child or occasionally more.

The ovary and its egg or ovule is analogous to similar organs in the human species. The tiny ovule by itself can not bring forth new life. It is but a potential seed requiring the development of the pollen down the pistil until the life-giving principles of each have fused together. Then and then only is a seed found capable of transmitting life, under proper environment. All life comes from the egg. And the fertilization of the egg is an essential factor of reproduction.

The boy with seminal emissions must appreciate that semen is teeming with the life-giving sperm cells. The girl should understand the relation between menstruation and ovulation—menstruation is practically a periodic preparation for maternity. An ovum

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(egg) is released from the ovary. Conception is impossible while sperm and ovum fail to unite. In a very limited sense the stigma and anthers are analogous in function to the external organs of generation, merely serving for the transmission and reception of pollen, while the essential embryonal processes are developed within the floral ovary.

While especial reference is made to the botanical facts, it must not be imagined that this can be told in a day or a week or a month. It may take the entire period of chivalry to allow all the facts to get to the child. It is particularly important to remember that questions must be freely and frankly answered. If false modesty is thrown aside and parental responsibility assumes command of the situation there will be little difficulty in finding words to explain any of the facts of life con-

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cerning which the child seeks light. Human knowledge is not unlimited and if, as may often occur, the child asks a question that the parent does not really know how to answer, there is all the greater reason for the parent to make honest admission of ignorance with the promise to give the information as soon as it may be secured. As an example of interest and industry to the child it becomes important to ascertain the facts necessary to supply the desired answer.

During this period of life it is but natural that the sharpened observation of children should lead to inquiries regarding the human form. Here again straightforward replies are imperative. In the latter part of this era the gang spirit is growing and the opportunity for securing information from companions is increasing. The slightest hesitancy of the parent is

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noted, evasions are readily appreciated and falsehoods are quickly detected. Many parents place themselves in regrettably false positions and often appear ridiculous to their children in the light of the vulgar explanations of sex physiology as acquired from extra-parental sources.

The longer that parents postpone giving sex truths to their children the longer will youthful imaginations be exercised. Misconceptions and vulgarity increase the sense of shame and break down any confidence which previously may have existed. Silence on sexual themes breeds an independence of the home for the very information that may best be given in the home.

There is too often a fear, latent or manifest, that the real facts of life may be presented before the child is prepared to receive them. This attitude

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is perhaps natural in view of the history of our methods of education.

It is needless to point out that our fears regarding the mental preparedness of childhood does not extend to the study of mathematics, history, geography, or natural history. These are impersonal subjects and so there appears to be little danger in securing a graduated curriculum that builds up step by step the knowledge that is deemed essential to the welfare of the child and the community

The careful instillation of sex information over a period of years produces a preparedness for each additional fact. The fact that children ask questions suggests that they are prepared to receive an adequate response. Thought precedes the question and other thoughts will follow whether there is or is not a direct answer. The purpose of prompt and

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correct replies is to ensure the proper training of the mind so that later judgments may be based upon facts rather than upon imagination or tradition.

The fear for the child's welfare is all too frequently merely an excuse for the parent who is not prepared to give the instruction or who mistrusts his ability to express the truths in terms comprehensible to the child.

Masturbation requires personal attention more during the last years of this age of chivalry than at any other time. It is the opportunity of preventing the habit that presents itself. Younger boys learn the practice from older boys and loose companionships at puberty are dangerous. Guidance against this practice may well be anticipatory. By calling attention to the necessity of caring for the genital organs so as to preserve their health, by encouraging general ideals of cleanli-

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ness much may be accomplished. The damage of this solitary vice is visited upon the nervous system and the psychic centers. The warnings coupled with threats of physical punishment are of little avail. Appeals to self-restraint, self-respect and on the grounds of health are of far greater value. Calling upon pride, ambition and manliness has more potential power where there is added thereto an intelligent discussion of the interrelation of the general health of the body and the health of all its parts. To cause children to realize that the accomplishment of their desires and ideals depends upon their freedom from self-handling gives an impetus to self-control that is otherwise lacking. Some precocious youths secure additional strength in the idea that their potential paternity may be sacrificed through the stimulation of their sexual

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selves at this period of immaturity.

Abnormal sexual excitation may occur from immoral plays, suggestive books, or the amorous relations engendered by close contact. Oversight cannot be constant. Giving advice in negatives grows oppressive. The constructive suggestions as to music, plays, and reading are distinctly helpful. The encouragement of open air activities and outdoor sports, fostering the collecting instincts and developing interests that are not self-centered help to lessen the distressing effects of unrestrained emotionalism and guard against the likelihood of later sensuality. There is unconsciously developed a power of inhibition of sexual impulses. The immoral tendencies are limited in their expression. Physical health is increased. Idleness is discouraged. The expanding consciousness is guided into safe waters. Self-control and self-

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direction are developed without laying stress upon the morbid pictures of the results of self-abuse.

While elementary school education characterizes this period of childhood, the Sunday school also plays its part in developing high ideals and in inculcating the virtues of chastity, love, and reverence. The power of religion is excellent in causing the evolution of moral and ethical concepts protective and sustaining in nature. Unfortunately the period of Sunday school influence usually ceases at the time it is most needed. The indecision and instability of puberty require the continuance of religious influences beyond the period of confirmation. The intermittency of ethical and religious instruction weakens its power as a guiding principle. A consciousness of the sacredness of human life affords additional strength to boys and girls,

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enabling them to withstand temptation out of fear of God, when the personal danger makes no appeal to them. As this is an age of emotion and sentiment the power of religion deserves greater recognition. The parents by taking cognizance of this phase of education have renewed powers for establishing morality on the highest basis.

By giving thought to boys, the interests of girls will be subserved. Males are the sexual aggressors. By lessening the number of the invading force the defense of the girls will be strengthened. Honor and chivalry founded on love are readily established at this age. Building up this structure upon the foundation of the home calls forth a new reaction. To make a child realize that the honor of the family rests upon him develops a new responsibility. Pride in family is essentially protective against vice. The counsel

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to so conduct themselves toward other boys and girls as they would desire to have their brothers and sisters and mother and father treated, places before childhood a plane of action that tends to prevent moral retrogression. Such advice is particularly valuable when parents and children must be separated. The constant presence of a parental guiding spirit is a safeguard for the child living at a boarding school, where supervision is lax and where the herding of either sex tends to increase the possibilities of sexual transgressions.

The consciousness of approaching manhood and womanhood affords a point of contact that reacts to intelligent development. The creation of the highest ideals brings about a sort of absentee system of control. The qualities of manliness and womanliness appeal to children. Imitation has be-

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gun to yield to motivated conduct. Chivalry as the result of mere emotionalism gradually gives place to chivalry arising from an intelligent conception of its value and purpose.

Knowledge has been gradually acquired. Sentiment has evolved from emotion. Moral standards are ready for birth through labored judgment.

The long period of sex instruction is beginning to bring its desired results —merely beginning because character is still in process of evolution. Drummond has struck the keynote of every program for sex instruction in stating "The function of education is to guide the intellect into a knowledge of right and wrong, to supply motives for right conduct, and to furnish occasions for the exercise by which alone can moral habits be cultivated."

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THE AGE OF CIVIC AWAKENING

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III

THE AGE OF CIVIC AWAKENING

THE period of civic awakening in turn marks a further development of character. The child in beginning adolescence appreciates that he is part of a community. The world of ideas has expanded. No longer is the sharp focus on himself. His thoughts are less centripetal. There is a realization of the world outside of the home and a recognition of the fact that competition is going on in it.

The idea of partnership in life makes itself strong. The thoughts of future marriage already occupy a share of the mental horizon. There is already pictured the joys of a home, together with service toward husband,

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wife or children. It is really the day of many loves. No mere romance satisfies, but there must be completion if possible. How many engagements are thus made to be broken? It is the age of awakened sex power that develops the coquette or the troubadour, the fickle lover, or the devoted slave.

The awakening is, however, all designed to view the future. The understanding of the relation of the individual to the community or the State is slowly coming to play a part in the individual's life. The desire to vote, to have a home of one's own, to take a place in the affairs of the world marks the arrival of the child to a plane of emotions that will enable a parent to make an appeal to the altruistic sentiments. How wonderful becomes the sense of power on realizing that each individual is laden with responsibility for the health morals, and progress of

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many others. Not preservation of self for self but self preservation to protect others becomes a new incentive. The selfish idea in the prevention of disease, physical or moral, takes on an altruistic aspect. Self-happiness at last begins to recognize that it includes and depends upon the happiness of others.

To the parent who has guided his child wisely during the age of mythology and the age of chivalry there will be no difficulty in making a marked advance during the third period of child life. The habit of giving instruction and advice will have given the parent new force, courage, confidence and determination. The child accustomed to friendly discussion with its parents appreciates more than ever the benefits conferred by it. There is greater respect for parental opinions. With the birth of reason there is at least the argument from authority of the parent to

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offset the fallacious and foul arguments that are so current among adolescents between the ages of fifteen and twenty-one. With adequate foundations established during previous years the advance of sex instruction is facilitated and obstacles are scarcely noted. There is much toil and suffering for the parent who must jump into the trough of the sea of sex lore to rescue his misguided child, struggling to keep afloat. The time to plan rescue is before the catastrophe occurs. If the parent feels unable to give all the essential facts at this time, direct or indirect cooperation should be solicited. The physician of the family might well serve to instruct the parent instead of the child. Otherwise the parent should advise the youngster that he is being sent to a medical authority because it is essential that he secure as full information as possible. After advice

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by the doctor, it is very valuable to ask the boy or girl to tell what in general was told by the medical counsellor. Keep up the closeness of contact with the child.

A bit of tradition that needs to have particular attention, is the statement that sexual intercourse is essential to masculine health. This is false, save possibly for a few men with undeveloped wills and overdeveloped sexual organization. This latter type is so unusual as to be negligible. The use of the sexual organs is not essential for the preservation of their function. The potency of an individual is far more endangered through sexual indiscretions than by adherence to continence. The needs of the man who has freely indulged in sexual life are not to be considered. I repeat, that there is no more necessity for a boy to indulge in sexual life than there is for girls. Sex

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purity is not alone compatible with health, but health is far more likely to result from adherence to sexual abstinence than from submission to those impulses that generally lead to medication. Establishing this advice upon a merely physical basis omits the moral degeneration that accompanies the idea. No matter what the personal experience of the father may have been, he has a duty to his boy to protect him from disease. Therefore, he should give his son the advantage of his knowledge. If, after the warning words have been given, the boy elects to travel along the road toward impotence, sterility, or disease, at least he will never be able to cry out "Why didn't my father tell me?" After puberty has fully developed and adolescence is fully under way, there will be frequent admonitions, or at least the necessity for warnings against the siren call that sexual

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indulgence is an essential characteristic of manliness and is requisite for health and vigor.

By the time that a boy has thought of shaving as an imminent necessity, he has heard another false piece of sex lore to the effect that gonorrhea is nothing worse than a slight cold. Of all sex doctrine this is the most serious and indefensible. In order to counteract the influence of this pernicious lie, the father should tell his son of the nature and dangers of the venereal diseases. Not alone should stress be placed upon the personal results of the venereal diseases, but more particularly should the boy learn that these diseases, so difficult to cure, are a possible source of infection of his mother and sisters and of the portion of the community in which he lives.

There is no divine right of sensuality. The physical necessity of sexual

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life is no more definite for boys than for girls. Certainly the vicious sensuality of the immature youths can rally no defenders. Chastity for man appears to be difficult because of the traditional freedom, goading our youths to licentiousness. The defense of the necessity of sexual life for the male is offered as an excuse for the gratifying of desires that are stimulated by the outrageous untruths that are circulated among youths. Little wonder that Dubois exclaims:

> "What astounds me, what revolts me, is to see the complacency with which libertinism is regarded by the educated classes, whom one would expect to be protected by their intellectual culture."

Such license is permitted to thrive, without check or even attempt at strenuous opposition, because of the failure of intelligent parents to realize the immense amount of damage resulting to manhood and womanhood.

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The physical aspect of venereal diseases abounds in unpleasantness. The "black plagues," as they are termed, are constantly present in our community. Venereal disease is far more prevalent than tuberculosis though its direct mortality rate is low. There is always the danger of infection of the innocent friend, playmate, sister, wife or mother that makes the black plagues especially serious. The infected child may rob himself of health. Perchance blindness may occur, stiff joints result, or a heart become diseased beyond repair. This is but a faint suggestion of the personal dangers. The moral degeneration that ensues lowers ideals and weakens faith in humanity. The immediate dangers may be slight and the brunt of the latent fire may sear middle age. As Colton remarked: "The excesses of our youth are drafts upon our

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old age, payable with interest, about thirty years after date."

The venereal peril is unfortunately not limited to the male aggressor but the innocent victim or the *puella publica* is also subjected to infection. Disease of the genital organs of girls is far more serious, leading often to chronic invalidism, sterility, or the operating table. The kiss of affection may be laden with disease and innocently acquired infection may result. The health of others is endangered as the result of straying into poisoned paths, seeking the gratification of personal desires founded on imaginative ignorance.

In marriage the indiscretions of youth may be visited upon wife or child. Congenital idiocy, hydrocephalus, or syphilitic infants bear witness to the riotous sex conduct of youth. The unnecessary blindness of infants, the

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frequent miscarriages, the one-child marriages are part of the toll of the venereal diseases. Insanity, immorality, and crime as well as disease flourish as a result of ignorance of the dangers of indiscriminate sexual misconduct. The sense of duty of man to the community is slowly awakening. Fiske prophetically wrote: "Man is slowly passing from a primitive social state in which he was little better than a brute, toward an ultimate social state in which his character shall have become so transformed that nothing of the brute can be detected in it." To bring about this millennium requires the heartiest co-operation of parents.

In this period of civic awakening the youths must be taught their moral obligations to the community. Self-control should be built up through the establishment of ethical standards. The necessity of self-control in prep-

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aration for marriage warrants free discussion of the questions relating to the standards of morality. A single standard of morality for the sexes is imperative for social betterment. It is physiologically and psychologically possible as well as economically desirable. Few adolescents fail to see the importance of chastity for women, and honest parental discussion will aid them to grasp the equal importance of chastity for men.

If a father has maintained the confidence of his son there will be no difficulty of discussing freely with the maturing young man the importance of the single standard of morals for the community, and that standard the one now exacted by men of the opposite sex. Honest discussion of the problems of alcoholism, of prostitution, the white slave problem, the immediate and remote effects of the venereal diseases upon the individual affected and the com-

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munity, are fruitful in building up in a man-boy's mind an intelligent conception of the hygiene of sex, particularly on the prophylactic side. Recourse to anatomical museums may be of inestimable value in training some young men, by impressing upon their minds, through the vision, the horrible nature and extent of the personal physical ravages of the venereal diseases.

The necessity of a man entering wedlock free from physical disease, demands ever increasing thought, and this will be given in time by all fathers as the demand for certificates of health previous to marriage becomes more general throughout the country. At the time of mental projection, when the young son begins to picture his own home, surrounding himself with all the joys of a wife and children, the father has the natural opportunity to impress his son with the obligation that devolves

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upon him to bring to that fancied home a full measure of health and vitality. The story of preventable blindness may be told; the dangers of infection of the wife by the dissolute husband may be recounted; the unhappiness resulting from masculine sterility warrants full comment. In brief, the boy should receive from his father the true statement of facts to which he is entitled as part of his education for life. It is not demanded that fathers be eugenists or wiseacres on sex topics and their correlated phenomena, but it is only fair that they should not dodge their responsibilities, or make mystery, or foster darkness where there is no mystery and where light abounds.

The theory that wild oats must be sown by males has accomplished the physical, mental, and moral downfall of many of our finest youths. It has brought about the corruption of

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many of our girls. Through this diabolical tradition homes have been despoiled, bodies wrecked, minds weakened and souls destroyed. Parents fail to place the beacon so necessary to point out this destructive rock. Wild oats flourish because a double standard of morality is tacitly accepted as true. And the double standard of morality is condoned as a result of the ill founded belief that continence is incompatible with masculine health. In this worship of false gods countless young men and women are sacrificed. Parental education can lessen this unholy tribute. If the imagination of youths is fired and desire is warmed until it breaks its bonds, the power of the will to govern and restrain will be overcome. The will needs ammunition to enforce the mandates of a developing conscience. The development of self-respect, of an interest in future attain-

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ments, of a desire for a clean home, of the appreciation of eugenic principles, of an understanding of the interrelation of personal welfare and the betterment of the human race open avenues of approach to the growing mind that will strengthen the will. By thus attacking the problem the will may be enabled to withstand the blandishments of wine, women and song and masculine traditions.

Moral stamina must be created in order to effectively sustain the intelligent conviction that illicit sexual indulgence is physically dangerous, mentally weakening and morally wrong. Opposing the physical stress, mental surrender and moral struggle there must be aligned manly courage, firm determination and strong character.

Honest discussion by parents of the dangers of conception, the curse of illegitimacy, the viciousness of abor-

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tions, the stigma of immorality will create an attitude of mind that will strengthen the moral fibres of womanhood. Such physical references sound gross, possibly revolting, but frequently they may be necessary where moral training has not established a high standard of conduct. Fortunately girls have a higher instinctive morality than boys. They are not subjected to the pressure of immoral sex lore.

The ethical training of girls should be directed and guided so that the highest ethical standards will be essential to their happiness. The necessity of exacting, as far as may be possible, the single standard of morality from their male companions should be urged. They should understand the value of chastity as it relates to husbands, homes and future children. The demand for a single standard of morality by women will hasten its arrival. The emotional

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side of women's nature lends vigor to their campaign for ideals. The establishment of ethical concepts among girls is easier by virtue of the lack of destructive influences that surge about boyhood. The sex barriers that exist among women form a protecting wall that enables them to accumulate will power sufficient to live up to their ideals with far less struggle than besets their brothers.

The male is the essential factor in the sex problem.

In the preparation for parenthood both sexes require education. To secure the most permanent results that may ensure marital felicity and lessen disease, desertion, and divorce, direct instruction in the sins of society becomes necessary. "The diseases of Society can, no more than corporal maladies, be prevented or cured without being spoken about in plain language" wrote

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John Stuart Mill. With the reading of literature, with the daily digest of news of the day the minds of adolescents are crowded with the facts of every-day life. The theatre, the sermons, the clubs, the sewing circles give ample opportunity for securing the facts pertaining to sex life. Is there any reason for parents to sit idly by and watch and await developments? Far more rational is it for parents to seize their opportunities as they arise and give the counsel so valuable to guide the collapsible craft into a safe haven.

The education by parents during this age meets with most active competition. Fraternities, sororities, clubs, sewing circles, dancing classes, boarding schools, and similar organizations give new fields for self expression. The interaction of minds from homes of all types determines the final evolution of the character of the adolescent. The

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power of companions for good or for evil is tremendous. There is no way of estimating the effect of companionship. One can only safeguard boys and girls at this period of awakening by encouraging them to seek out as friends those glorying in high ideals, backed up with judgment and fortified by the courage of intelligent convictions. "The entire very powerful effect of example," penned Schopenhauer," rests on the fact that the man as a rule has too little faculty of judgment, often, also, too little knowledge to explore his way himself, and hence is he glad to tread in the footsteps of others." Inasmuch as the greater part of the life of adolescents is spent beyond the range of parental vision, the value of retaining confidence and interchanging opinions with children becomes enhanced. In a letter to his seventeen-year-old son, Chesterfield wrote frankly, "Ill ex-

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ample is of itself dangerous enough; but those who give it seldom stop there. They add their infamous exhortations and invitations and if they fail they have recourse to ridicule which is harder for one of your age and inexperience to withstand than either of the former." And wisely did he further state that such companions "are at once the support, the terror, and the victims of the bawdy houses they frequent. These poor mistaken people think they shine, and so they do indeed; but it is as putrefaction shines in the dark."

The caution to cling to moral ideals and retain a steadfast ethical purpose must be frequently administered to offset the influence and example of lewd companions. For the sake of sociability unthinking youth swerves all too easily from the paths of right conduct. To withstand ridicule is difficult. To fight impending ostracism requires deep

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conviction of the worthiness of ideals. And the adolescent finds that the sex spirit is a living force. Self-control may be wholly within his power but to spare himself the taunts and jibes of those who assert he lacks courage and manliness, he voluntarily yields not to impulse but to the desire to be regarded as one of the boys. The wise father is able to forestall this surrender. The moral plane should be upheld and this combat with tradition anticipated. Right living is manliness. Having the courage of ethical convictions is the fruition of character formation. It is essential that the highest moral concepts be incarnated. The wiles of the lewd will not easily lower the standards of a living morality.

The flirtations, the clandestine meetings, the lascivious dances may not result in harm but they are dangerous temptations. To be sociable and to es-

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cape the stigma of prig or prude many girls willingly yield some of their self-respect. The mother whose wise counsel is always available knows the pitfalls endangering her sex and can protect her daughter.

The mantle of maternal love and guidance should constantly be about the adolescent girl. Parental alertness and careful choice of companions coupled with a gradual explanation of the physical and emotional phenomena of adolescence will serve to develop the faculty of intelligent judgment. The age of civic awakening will end with an enlightened manhood,knowing good and knowing evil but capable of self-control and self-direction in accordance with the highest standards of sex morality. The selfish personal sexual relations will have been subordinated to the highest motives. The age of discretion that supervenes will be founded

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on the realization that "None of us liveth by himself and no man dieth to himself."

There will eventuate a physico-mental morality that will understand that sexuality is merely the expression of a creative force. The development of the individual and the progress of society require that this force be expended wisely. Service to the community is a noble exercise of the creative power. The mental development of the personal power of creative expression is attained through activity in music, art, painting, sculpture, domestic science, manual work, the earnest study of home making, law, medicine, theology. The body must receive its physical care through gymnastics, athletic games, calisthenics or other procedures that co-ordinate the neuromuscular stimuli.

Even with this strong body and heightened mentality, morality evolves

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only through the conscious attention and thoughtful guidance of discerning parents.

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CONCLUSION

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IV

CONCLUSION

THE program of instruction as outlined in the previous chapters is essentially personal in its nature, and must be followed through direct parental instruction.

Books are not of much value during the early years of life and often harm the children if given during the age of chivalry, because they awaken thoughts for which the child's mentality is not prepared. Some of the books suggested for children are distinctly morbid and tend to give false impressions that are confusing in the light of the lack of experience with actual sexual life. Books may even create a desire for personal experiences that are fraught with danger. Special

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books in the hands of parents are most valuable for the purpose of giving adequate instruction to the children.

Parental advice is not always followed in any walk of childish endeavor, but parents do not refrain from offering counsel on this account. The best protecting influence that children can have is the wise parent who is not afraid to impart knowledge regarding sex hygiene as far as his own limitations permit.

Unless parents make the attempt to prepare children adequately for a life that is fraught with temptations, and honestly endeavor to strengthen their wills, parental obligation has failed to establish parenthood on the highest standard; thus parents are in every way partially responsible for every sexual fault or indiscretion of children. It represents an unconscious alliance of parenthood with disease and dissipa-

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tion. The policy of silence regarding sex hygiene must cease, and fathers must give positive constructive information to their sons at the times that such information will be of maximum benefit. Mothers must consistently teach their daughters the truths that are so necessary for the maintenance of their physical health and sexual development. That really means that the education of children in sex hygiene will be supervised by the parents from infancy to maturity.

Permit children, particularly the boys, to secure an honest, clean, and scientific interpretation of the phenomena relating to, and associated with sex characteristics, the origin of life, and the actual facts regarding the hygiene of the genital organs. Banish the toilet placards, the vulgar tales, the charlatans' advertising booklets, the sexual leader of the gang, the lewd

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companions, the prostitute, as the fonts of sex information. To supplant all evil influences is impossible. It is feasible to introduce the father to the son as a companion and friend with whom there may be every confidence and conversation. It is desirable to permit mother and daughter to dwell together in trusting and confiding companionship. It is possible and desirable to induce parents to live up to their obligations as parents. The way of the transgressor is hard, but far harder should it be for parents to sit quietly by and realize that but for their silence the transgression and its train of evil and suffering might not have occurred. In self-defence parents should build up a physical structure for their children that will not crush them in falling. Parents should be the steel work in the concrete building of sex equilibrium.

The focusing of attention upon the

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subject of sex instruction is not designed to give to the subject of sex any abnormal position in the affairs of the world. Owing to the many years during which the subject has been entirely overlooked and neglected it has been necessary to establish a distinct literature dealing with sex problems in a sane, sensible, educating manner. It must be far from the desire of all parents to create a morbid interest in the subject for their children. There is great necessity, however, of appreciating the fact that the development of the sexual nature of children will result in determining many of the moral characteristics upon which the safety of the community depends. In the gradual education of children a plan should be adopted of making sex instruction progressive from infancy to maturity. With a graduated scheme of education the incidental facts necessary for the forma-

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tion of character will be apperceived in such a manner as to limit any special prominence of this phase of preparation for life. There is no tendency to force sexual development, there is merely guidance, supervision and control. Prudery and false modesty will not be fostered. There is only a rational endeavor to attempt systematic and thoughtful education rather than continue to permit a *laissez faire* attitude that throws children adrift upon sexual currents that may cast them up as wrecks upon shoals or reefs or rocky shores.

During the age of mythology the child is an essentially physical creature and the mode of instruction is designed to develop the senses and physical health.

During the age of chivalry the emotional side of a child's nature is developing at a rate of speed that is really

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disproportionate to his physical progress. There should be regulation of emotion as well as understanding of its deeper significance, and sex instruction at this period is designed to produce a harmony between the stimulating emotions, the physical development and the sexual ideation.

The period of civic awakening finds childhood tending toward equilibrium. There has been absorption of the bare facts concerning life. The emotional waves have ceased to beat upon the child. Mentality has developed sufficiently to permit of intelligent judgments. The moral horizon has been widened so that there is ability to see, appreciate, and understand the larger vistas of life. It is possible for the first time to appreciate the meaning of the age of discretion. The power of intelligent choice upon questions of right and wrong is based upon self-formu-

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lated criteria. There is no longer the self-centered individual, nor yet the child whose life belongs merely to the family, but manhood and womanhood burdened with the consciousness that each individual is a cog in the machinery of race development. Self-respect has been engendered through the expansion of the sense of duty to self. Love has been fostered through evolution of family relations, and full measure of responsibility has been placed upon the souls of the developed and mature individuals so that they are capable of appreciating their duties to the community and their civic relations.

Sex instruction should be undertaken by every conscientious parent. Knowledge is power for good or for evil. The use to which sex knowledge is to be put depends upon the development of the will of the child so that upon the basis of correct instruction as to

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sex physiology, psychology, and purpose he may know evil and right and elect to live voluntarily and gladly a life that will not jeopardize himself, his parents, his family or the community of which as child and man he is such an essential part.

Sex education has too long depended upon tradition and accidental information. It is difficult to establish a stable morality founded merely upon fear. The pressure of the gang, the allurements of sex lore, the conjoined impetus of normal impulses and developed desire push morality of this nature aside at the earliest opportunity. The use of alcohol lessens the power of inhibition and further weakens the will. The die being cast, immorality and disease, if not crime, follow and the sacredness of personal morality lapses into a subsidiary position that thereafter

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requires greater defenses to preserve it from further retrogression.

A morality to be a permanent force must be founded on truth, built up by knowledge and strengthened by reason. An understanding of the nature of the sex problems is an indispensable prerequisite to an intelligent morality.

The morality of children must be established through painstaking education and training. A rational ethical intelligence must be developed or the force of morality will not sustain, support, and determine the will to secure the definite decisive action that is essential for the physical and moral welfare of the individual and the race.

Good citizenship demands that an efficient system of sex education be recognized by parents as part of the mental equipment of their children. And then the instruction will be more readi-

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ly handed down to the next generation. Herbert Spencer commented:

> "But though some care is taken to fit youth of both sexes for society and citizenship, no care whatever is taken to fit them for the still more important position they will ultimately have to fill—the position of parents."

In the hopes of hastening the time when such a criticism will be generally untrue this program of sex education is offered to parents.

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TERMINOLOGY

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V

TERMINOLOGY

INASMUCH as parents are frequently ignorant of the correct terminology to be employed in discussing the sexual structures a brief resume of the anatomy of the reproductive organs may be of service.

It is unnecessary to go into a deep discussion of anatomy and physiology, or to discuss in detail the development of pregnancy with the consequent growth of the embryo. Facts of this nature may be secured in extenso from books designed to cover this phase of the subject. It is not germane to the purpose of this book to dwell upon embryology.

The purpose of this brief resume of the anatomy of the sexual organs is to

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give a correct vocabulary to parents so that in talking of the genital organs they may use those terms which are correct instead of permitting children to make use of vulgar, obscene, and indiscriminate expressions. The co-relation of the process of reproduction in plants and animals is simple, inasmuch as they are identical. The relation between the stamens and anthers to the penis and testes is patent. The similarity in function of the style, stigma and ovary and the vagina, uterus and ovary is obvious. The essential identity of the process of fertilization within the ovary and the womb is based not alone upon anatomical similarities, but upon the physiological processes involved.

The value of using correct anatomical and physiological terms in describing the human processes is as necessary as making use of the proper technical

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expressions in ordinary discussions of botany and zoölogy. In telling truths to children it is fundamental to make use of correct terminology. The fundamentals of correct instruction presuppose a knowledge of the correct terms to be employed.

The male reproductive organs comprise the testicles, prostate gland, seminal vesicles, and penis. The essential organs of reproduction in the male, however, are the testicles or testes. These are small glands which are contained in a pouch of skin and are separated from each other by a membrane. The containing pouch is called the scrotum. The testicles are divided by a number of radiating partitions into a series of small chambers in which are contained the seminiferous tubules. There are several hundred of these tubules in each gland, the sperm cells are elaborated within the tubules. These

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unite to form some larger tubes which again join to form a small mass lying behind the testicle and extending around it and bearing the name epididymis.

At the lower end of the testicle there emanates from the epididymis a tube known as the vas deferens which passes beneath the skin leading over the groin and then passes down into the pelvis and runs to the under side of the bladder where it is joined by a small tube leading from the seminal vesicles. The vas deferens serves to carry the secretion from the testicle to the urethra.

The seminal vesicles are two small glands lying between the bladder and the rectum. A small outer tube from each of these vesicles unites with the vas deferens to form the ejaculatory duct which enters the urethra near the neck of the bladder. The purpose of

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these vesicles is to serve as a receptacle for semen and possibly to mix with it some secretion of its own.

The prostate gland is about the size of a horse-chestnut and surrounds the beginning of the urethra. It gives rise to a secretion which apparently is of importance in diluting the semen.

The urethra extends from the bladder to the end of the penis and serves the double purpose of permitting the passage of urine and of allowing the ejaculation of semen.

The penis itself is composed of erectile tissues which, upon distension with blood, permit it to change from a flaccid condition to one of tenseness. It is constituted of three masses, two of which are the corpora cavernosa and the corpus spongiosum. The corpora cavernosa constitute the front and sides of the penis and consist of elastic tissues intersected in all directions so as to

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form blood spaces or sinuses. The under side of the penis consists of the corpus spongiosum through which the urethra passes. The terminal end of this is broadened out so as to form the glans. The glans is normally covered with a folded layer of skin known as the prepuce which serves to protect the glans from irritation. Frequently, because of abnormal structure, the foreskin actually causes discomfort to relieve which circumcision is required.

The life-giving fluid of the male is the semen. This is composed of the prostatic secretion, the material from the seminal vesicles, and the spermatozoa. The spermatozoa are small bodies about 1/400 of an inch in length with a flattened body and a long vibrating tail.

The reproductive organs of the female consist of the ovary, Fallopian tubes, uterus and vagina. These organs

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are homologous to the reproductive organs of the male.

The ovaries are small glands which are contained within the pelvis or lower portion of the abdomen of the woman, and are supported in the broad ligaments which help to hold the womb in place. Within the ovary there are formed small eggs or ova which develop from the center of the ovary and extend toward its periphery. They finally burst through the outer covering of the ovary and are then taken up by the feathery ends of the Fallopian tubes.

The Fallopian tubes are small ducts that join the upper and outer angles of the womb and extend toward the ovaries which they partially surround by means of a number of small fringes.

The uterus or womb is a hollow muscular organ which receives the egg from the Fallopian tube or oviduct.

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The fetus develops within its walls after the ovum and a spermatozoön have fused together. The womb lies between the bladder and the rectum and its lower end extends into the vagina to which it is also closely attached. The part extending within the vagina is termed the neck of the womb.

The vagina in its normal condition is a closed passage capable of distension. It extends from the neck of the womb to the external surface of the body. Its walls are made of erectile and muscular tissue.

The external genitals of the female consist of various folds of skin known as the labia between which are to be found the outlet of the urethra leading from the bladder, and the entrance to the vagina. In virgins the entrance to the vagina is partially closed by a fold of membrane known as the hymen. At the upper angle of the labia is to be

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found a small erectile organ known as the clitoris which is homologous in nature to the penis.

As a rule the essential sex characteristics assert themselves at puberty. This is in part due to the existence of a so-called internal secretion produced by the testicles and the ovaries which has marked effect upon the character development of the individuals. This function of the internal secretion is entirely separated and distinct from the formation of those living elements essential for reproduction.

The power of procreation depends upon the liberation of an egg or ovum from the ovary and its transmission to the uterus, or at least to some point in the genital tract where it may be reached by a sperm cell. Ova are periodically expelled beginning with puberty and this process, generally speaking, is closely related to the phenomena of

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menstruation. It has indeed been said that menstruation is periodic preparation for maternity. There is, however, an independence of ovulation to the extent that it may occur at other times than that of the periodic function.

The seminal fluid is not dependent upon any periodicity. It is frequently expressed in normal males as a result of physical or psychic stimulation in order to relieve the seminal vesicles of the surplus of semen which they contain. Such functioning is normal and is not to be interpreted as an evidence of physical weakness. Seminal emissions should not be regarded as an evidence of irregular habits unless they occur too frequently or there is suspicion that they occur during a waking stage rather than during the hours of sleep.

To insure reproduction it is essential that a male sperm cell come directly in contact with the egg cell of the woman

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and that the two join together so that the sperm is absorbed by the ovum and there is fusion of their essential elements. Such a union of the sex elements results in the fertilization of the egg, which is a prerequisite for the development of human life. The process of fertilization may occur in any part of the genital tract, but the usual place of growth and development of the product of conception is within the womb itself.

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BIBLIOGRAPHY

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VI

BIBLIOGRAPHY

INASMUCH as the author has been called upon frequently to recommend books that may be of service to parents, teachers and social workers interested in the field of sex education, it has seemed desirable to make a compilation of those books which experience has proven to be of distinct service. These books are selected for their educational value and for the special information they contain. Through them, parents, social workers and physicians may be thoroughly grounded in the social and economic aspects of the sex-problem previous to entering upon actual campaigns of instruction. The bibliography is not complete as it does not include all books written upon

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the subject, but it is a carefully selected list compiled as the result of personal acquaintance.

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